

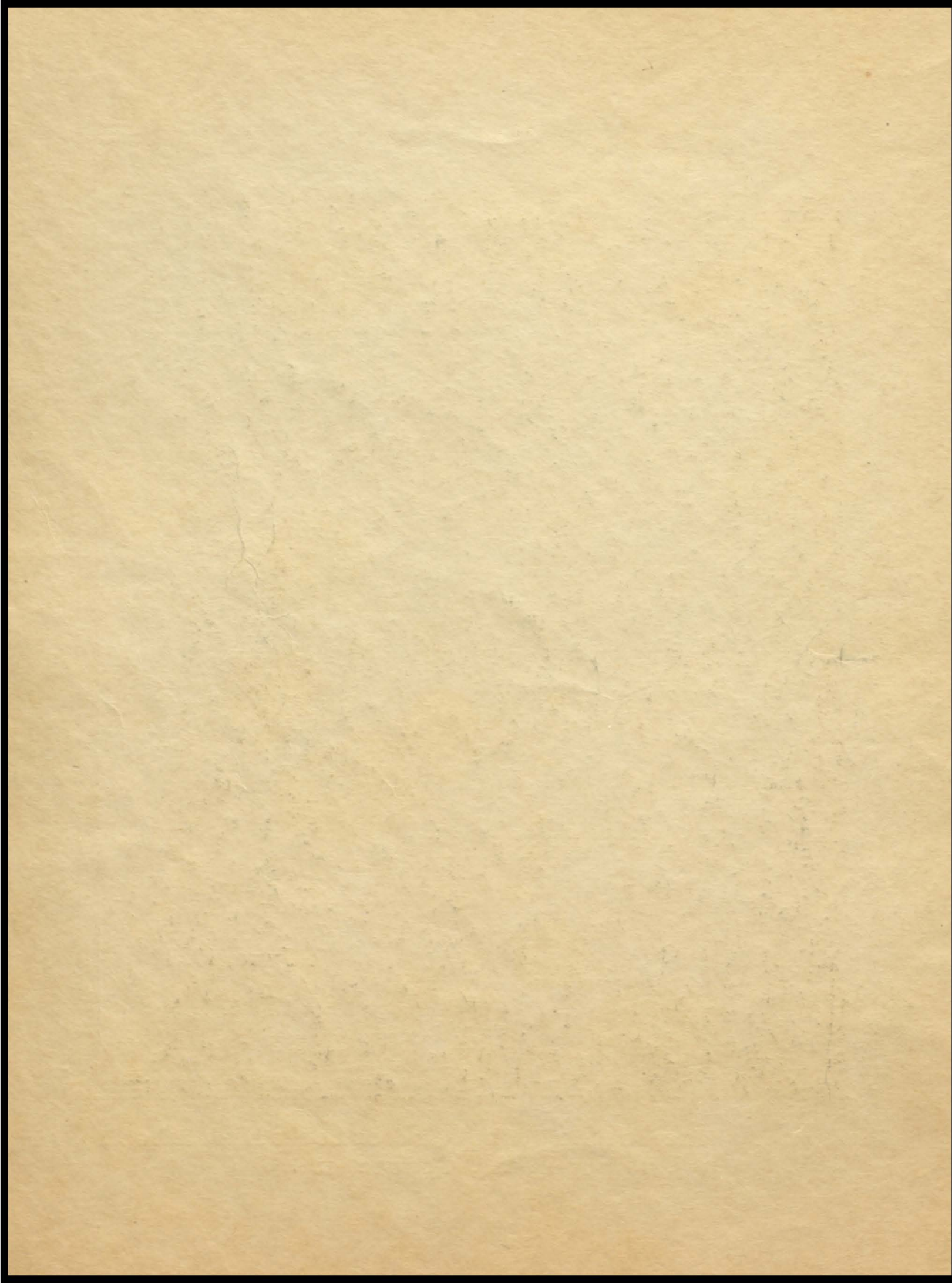
The High School Herald



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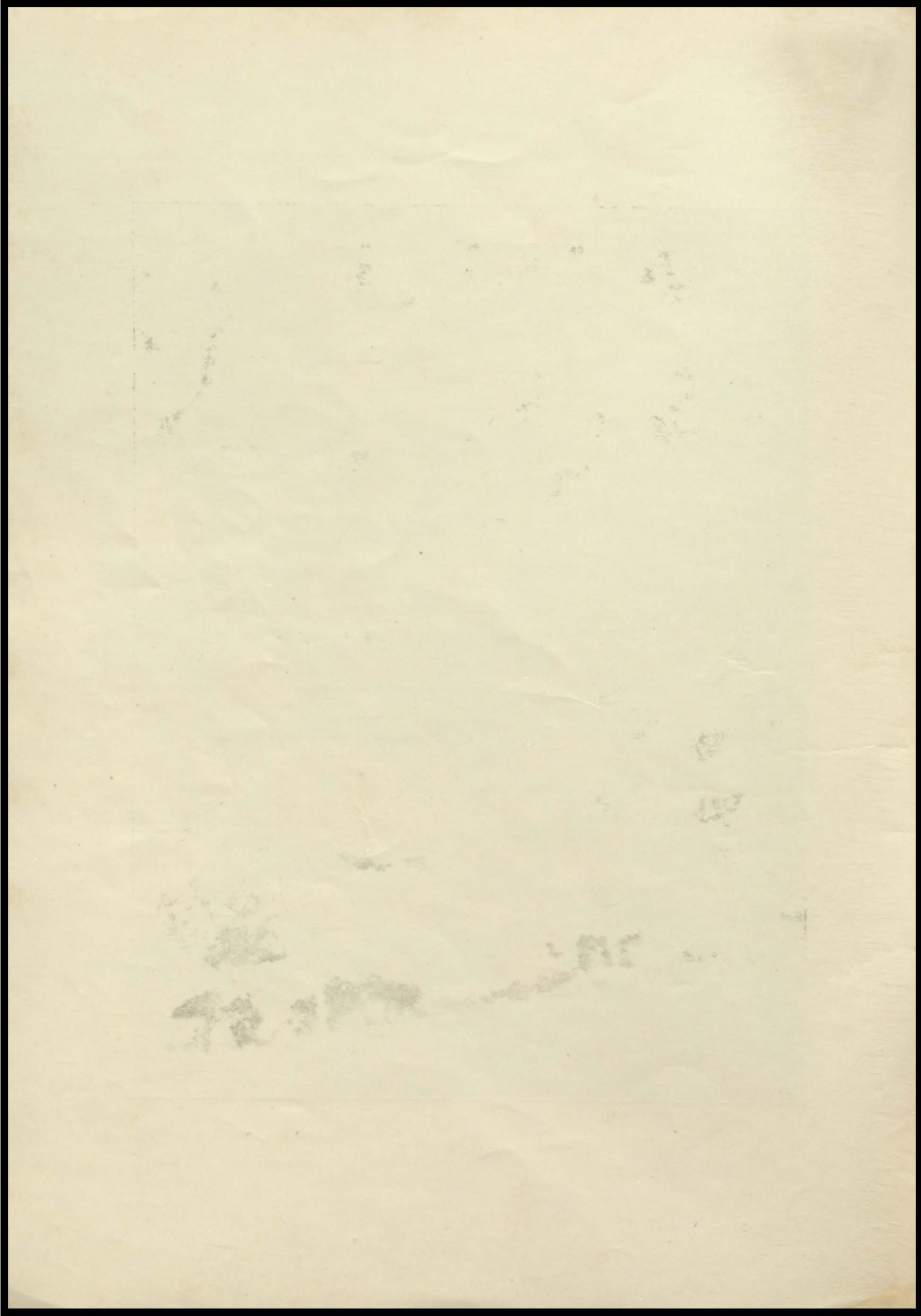
June, 1922

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CLASS OF NINETEEN TWENTY-TWO.



The High School Herald

WINDSOR LOCKS, CONN.

for

June, 1922

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CLASS DAY EXERCISES.

ADDRESS OF WELCOME

Parents, Teachers, Members of the School Board, Superintendent and Friends:

It is with great pleasure that I, in behalf of the class of 1922, welcome you here this evening.

The time has passed quickly since we, as Freshmen, entered the Windsor Locks High School where we worked with untiring effort for one goal—"Graduation."

To-night we are assembled here to give you an account of the humorous side of our school life, leaving the most serious part for to-morrow evening.

Again let me assure you, dear friends, that we are all glad that you are with us, and that this evening will be a joyous one for us all.

C. O'Leary.

—(o)—

CLASS SONG.

Adapted by Juliet Morehouse

From the Song

"When Shall We Meet Again."

The fairest sky or the brightest eye
May dim with the last "farewell,"
But as we gather here to-night
Let a smile on our faces dwell.
Who knows the wherefor, the why or when,
Who knows if ever we'll meet again.

Chorus:

When shall we meet again
Classmates this must not be the end
Our four short years at dear
Windsor Locks High are over,
Now on life's sea our separate lots are cast
Thinking still of days in the happy past,
And on some future day
Our grateful tribute pay.

—(o)—

CLASS HISTORY.

History, as we are taught, is the knowledge of facts and events.

So this evening, it would seem that I should be satisfied in stating that just as with former graduating classes, we too are about to say a sad farewell to our Alma Mater, that the story of our four years in High School is no different from that of our predecessors, and that we have, in the last years, toiled with earnest hearts, and will-

ing hands to keep up the traditions of the Windsor Locks High School.

From the time we entered the Windsor Locks High School as Freshman, a diary has been kept in the minds of each one of us, so that after we leave school life and enter into life's school, we may never forget our High School Days.

The time has come when the contents of the diary, the knowledge of the facts and events connected with our High School Course must be made known.

The first thing of note in the diary is that, We, the Class of 1922 entered in the Windsor Locks High School, as Freshman in September 1918, thirty-one in number.

A rule that applies to all classes of the High School, at all times provides that no class shall have the privilege of giving entertainments until it has reached its Junior Year. As a result of this our Freshman Year was uneventful as regards the school side of School Life. We devoted all our time and efforts to our studies and consequently were promoted to the rank of Sophomores.

The opening day of school in September saw only twenty-eight of the original freshman assembled in the Main Room. As Sophomores we were still forbidden to give entertainments, so our time was spent in perfecting our studies.

As a result of this determination to keep up a high standard in our school work, the whole class was promoted to the rank of Juniors.

We had only two more years to go and we surely did go.

The opening day of School in September found us fewer in number, but as the saying goes, Quality and not Quantity is what counts. As Juniors we were entitled to give entertainments so the first thing of note in our Junior year was a whist given in the autumn.

The whist was a great success so we decided to try our hands at it again so another whist was given under the auspices of our Junior Class in the early winter, in the New Assembly Hall which was elaborately decorated with mistletoe and boughs of trees.

The next thing of great interest recorded in our diary is the Junior Prize Essay Contest. Though the contestants were few, only seven in number, we gave the judges no easy job in deciding the winners and when the results were made known we heard that the smallest boy in the class won

first prize, and second prize was taken by one of the smallest girls of the class.

The Presentation of the Play, "Princess Chrysanthemum," was another noteworthy occasion of the year when some of the members of our class showed their ability as singers, toe dancers and actors.

However the biggest event of the Year was the Prom which was given in the Memorial Hall on June 6, 1921. This being the last event of our Junior year we tried hard to make it the best, by supplying good music, and by having the hall decorated with streamers, and the stage upon which the orchestra played elaborately decorated with trelliswork covered with pretty colored decorated tissue paper. All this added great beauty to the Hall and made the occasion enjoyable to all.

In September 1921, our class returned to school as Seniors. We were only twenty-one in number and were soon reduced to twenty because Isabel Everleth left to attend another school.

The first entry in the diary of our Senior Year was the class meeting held for the purpose of electing class officers. It was a very noisy occasion but the business was finally carried out and the ballots showed that Cornelius O'Leary was elected President, Grace Kilty elected Vice-President, Mary Carroll elected Secretary and Emelio Ricci elected Treasurer. In spite of the fact that we stood 15-6 in favor of the girls, we boys surely won the power of having one as President, and another as treasurer.

The next entry in the diary tells of a party given Friday evening, November 4th at the home of Eleanor Root. During the earlier part of the evening music and games were enjoyed by all. After refreshments were served the class spent the remainder of the evening in dancing.

Next came our Senior Mid-Winter Dance which took place in the Memorial Hall on February 10, 1922. This like other entertainments given by our class was a great success. The decorations for this event were in the form of hearts hung from the lights and pinned to the trelliswork around the stage.

E. Ricci.

—(o)—

CLASS MOTTO.

"Character is the best diploma." This is the motto the class of 1922 has chosen as its guiding principle.

Home is the first, and the most important

school for character. It is mainly there that the heart is opened, the habits formed, the intellect awakened, and the character moulded for good or evil. Mothers play the important role in the molding of character as they train their children from childhood, and those impulses of conduct that are rooted the deepest in us and which last the longest have their origin in our early years.

Later the home ceases to exercise the exclusive influences on the formation of character, for the home training is supplemented by the more artificial education of the school. Here the moral and mental qualities acquired at home become highly developed, not only by the intellectual training, but by the influence of teachers and the companionship of friends and comrades.

Character exhibits itself in conduct, placing duty before pleasure and the dictates of conscience before the World's false praise. This is most important in the building of any great nation, for the same qualities which mark the character of individuals are also reflected in the character of nations. "E Pluribus unum," the national motto, embossed on every American coin, bears out my statement—We are truly, One from many. It is the individual man and the spirit which actuates him, that determines the moral standing and stability of the nation.

The force of example will always exercise great influence upon the formation of character. It is only natural to admire and revere the great men whose deeds are printed on the pages of history and the classics; for instance, Washington and Lincoln, whose greatness did not so much consist in their intellectual culture or their genius, as in honesty, integrity, their high and controlling sense of duty; in a word, their genuine nobility of character. Their great example became the common heritage of their race, filling the minds with traditions and instincts of all that is most worthy and most noble in Life.

With these ideals before us, these noblest types of humanity, let us ever continue to aim to reach the highest standards of character; not to become the richest in means, but in spirit; not the greatest in worldly position, but in true honor: not the most powerful and influential, but the most truthful, upright and honest. Thus by our daily lives, we shall be able to show our true appreciation of our motto, "Character is the best diploma."

Mary Carroll.

THE CLASS PROPHECY.

On the 8th day of April of 1940, this scrap-book, the property of Mr. Leander Jackson, former Supervising Principal of the Windsor Locks High School, was found among some papers and books in a cabinet in the old school building. It was begun in 1923 and is full of newspaper clippings about the members of the different classes that have been graduated from the school. The latest clipping is dated July 30, 1937.

At this time, we are most keenly interested in the pages which pertain to the class of 1922, so I shall read a few clippings which concern my classmates. As I have found that the book contains no end of information, I feel constrained to share its reading with two other members of the class, Miss Kirk and Mr. Hawley.

The first clipping of interest was taken from the New York Times (dated) May 24, 1925.

Monday evening there opened at the Selwyn Theatre—"Frvolities of 1925," a new musical comedy. Critics agree that it is the best ever produced on Broadway. The greatest drawing card is the featuring of dainty Anna Lyons—a graduate of the Chalif School of Dancing. Her dancing is quite the sensation of the season. The audience waits spell-bound for her every appearance on the stage. New York is once more having the opportunity to see one of America's prettiest toe dancers.

What a pretty little dancer Anna was when she went to High School. Surely in 1925 her dancing must have been marvelous. I wonder if Anna still dances in public.

Here is an advertisement taken from the New York Evening World (dated) April 5, 1925. (Headed) "The Alice Shop."

Featuring Hygienic Shoes.

Why cripple your feet with French heels? Visit Miss Morse, and buy shoes that will allow you to walk with ease.

Do not fail to come to our Ready-to-Wear department. We show no knee-length models. Fashion decrees that skirts should be seven inches from the floor.

Shop Early and Wisely.

After all Alice did not become the professional teacher as we had expected.

Then there is an article taken from the Hartford Times (dated) June 3, 1925.

Last evening, a number of the recent graduate nurses of the Hartford Hospital and their friends were the guests of Mrs.

Herbert Coffin of Windsor Locks, whose niece, Miss Eleanor Root is a member of the graduating class.

Supper was served early in the evening, after which games and dancing were enjoyed. Different members of the party rendered solos and gave exhibitions of dancing, and to add to these, Miss Root gave an amusing recitation.

I knew "Ellie" rather favored nursing, but at times it seemed to me that her interests were elsewhere. However, we are proud of our graduate nurse and are glad to hear she is still making use of her Elocution lessons. We all remember Ellie's interesting recitations in school.

Next we have a clipping from Springfield Republican Sept. 28, 1930.

At the annual Eastern States Exposition to be held next week at the usual place, there will be many more interesting works exhibited than in previous years. Among these are some wonderful pieces of sculpture. A number of them are the works of Mr. Joseph Hawley of Windsor Locks, Conn. Mr. Hawley after being graduated from the High School of that town went to Paris to study Art at "L'Ecole des Beaux Arts."

After three years of successful work there he returned, and shortly after was appointed the Professor of Art at the Carnegie Institute. He remained there until 1928 when he resigned. Since then he has been doing wonderful work for exhibitions.

At the Exposition, medals are to be given for the best works. Critics say Hawley's works are among the best in America, and Connecticut has great hopes that her son may be honored with the gold medal.

Hawley amused us many times in school days with his comical drawings on the board.

Here is another advertisement from the Hartford Courant (dated) June 2, 1925.

Ladies Hairdressing Parlors
Shampooing, Scalp Treatments
Waving

Facial Massage Manicuring
French Method.

Dorothy B. Parsons
40 Pratt Street
Hartford, Conn.

"Dot," certainly must be given credit for her choice of occupation for we know that she was always nifty with her own coiffeur and certainly ought to be successful in her work.

At the top of the next page in large print is an article taken from

The Musical Digest, New York for May 1, 1927.

Rosa Ponselle, the foremost American soprano, has acquired a new accompanist, Mr. Francis Wallace. We feel that Mr. Wallace needs no introduction, for his name has appeared continually in the papers, as a headliner in musical concerts. Marvelous indeed is his playing. Miss Ponselle's selection is to be admired. Without doubt, Mr. Wallace will give many piano solos while on concert tour with Miss Ponselle.

During our Senior year at High School when Francis once touched the piano we could never resist the charms, and surely he must now be capable of playing for Miss Ponselle.

On turning the page I found this clipping about our old friend Judy.

Canton, China, May 11, 1927 (By the Associated Press.)

From the late dispatches received here, it is learned that China is well pleased with our teachers.

One dispatch received here referred to a kindergarten teacher, Miss Juliet Morehouse, formerly of Warehouse Point, Conn. Miss Morehouse has a private kindergarten in Canton, China, where she has a class of about fifty children.

The children enjoy going to school. "This," says Premiere Liang, "is the result of Miss Morehouse's teaching. She is loved by every child in her class."

Miss Morehouse has prepared one of her classes for an entertainment to be given some time next week. It is for the parents of the children and all are urged to attend. This will be one of a series of similar entertainments given by Miss Morehouse. All have been well attended and enjoyed.

Her pupils have promised to do their best on condition that their teacher sing a solo at the beginning of the program. Miss Morehouse has agreed to do this, and both Parents and pupils are anticipating a delightful treat.

And now, as our French teacher used to say, "Continuez, s'il vous plait, Monsieur Hawley."

—(o)—

The first clipping of interest, I find, was taken from the Philadelphia Union dated May 6, 1936.

The Carlson-Richardson murder case came to a close yesterday, with the verdict in favor of Mr. Richardson. This case caused

a country-wide sensation for a year and a half, because of the failure of the juries to come to an agreement. In the trial Mr. Richardson was upheld by Lawyer Dorothy Burby, whose sharp, well directed sentences, completely out-witted the opposing attorney and witnesses. Miss Burby's future is now assured after defeating so experienced and proficient a lawyer as the District Attorney, who has lost but one case in his forty years of experience.

Dorothy was always quite a debater, so we can easily see why she has become a successful lawyer.

Now what is this in large print? Oh, it is a notice about our old friend "Mickie". It is taken from the New York Times, dated June 5, 1936.

Engineer Emilio Ricci will speak before the students of the Civil Engineer Training School of Rochester, N. Y., to-morrow night. Since Mr. Ricci's successful accomplishment of the feat of building a span bridge over the most turbulent and treacherous part of the Colorado River, his advice and opinion is in large demand in all the Engineering Schools of North America. Government engineers of high repute failed to span the river, and furthermore stated that owing to the weak banks and nature of the surrounding land which makes it impossible to bring up supplies needed for the construction of the bridge, that it was foolish to think of erecting a bridge, that it was foolish to think of erecting a bridge at this point. By his perseverance and indefatigable efforts Mr. Ricci achieved the impossible.

We are not at all surprised to learn that Emilio has performed such a wonderful task. He always accomplished a thing when he made up his mind to do so.

This long article appears to be about our "Valedictorian" Hartford Times dated Sept. 29, 1939.

The new School for Secretaries located on Allyn Street,—will open to-morrow night in readiness to enroll young women students. The purpose of this school is to train secretaries of high standing, excellence, and ability to do accurate work for statesmen and business men of the most exacting types. The Dean of the Faculty, Miss Marion Eagan, has the talent, personality and skill to successfully accomplish this end. She has previously shown her efficiency by conducting the largest secretarial school in New York City. Miss Eagan resigned from her last position despite a very flattering salary offered from the Board of Directors of that school. At this evening's meeting,

all young ladies interested in the work will have an opportunity to hear Miss Eagan herself. She is a graduate of the W. L. H. S. and Boston University.

Teaching, that was always the topic of any conversation in which Marion was engaged. Well, at last Marion's dream was materialized.

Is it possible that our class put out two nurses? Yes, and this next clipping is about Mary Kirk, taken from the New Haven Courier dated July 2, 1935.

Miss Mary Kirk, who for the past two years has been head nurse in the Hartford Hospital, has resigned to fill her new position in the Bellevue Hospital of New York. The hospital authorities received her resignation with regret, and, in expressing their opinion of her said, "She was loved by all the patients because of her untiring efforts to relieve their sufferings. Her kindness won her many faithful and devoted friends, who are sorry to see her leave." Miss Kirk resides in Windsor Locks, but in the future expects to make her home in New York so as to be near her work.

Mary was always so quiet and gentle, that we expected she would fill some such a position, and make a wonderful success of it, too.

This looks quite interesting. This is an article taken from the Washington Post. Dated Oct. 7, 1929.

The Capitol Woman's Association of this city entertained, last evening, for Judge Mary Carrol and her party. The members of the Association turned out in large numbers to show their appreciation of the honor conferred on them by so distinguished a guest. Mrs. Grace Johnson, of political and society fame acted as hostess on behalf of the Association. A dinner was served at which over two hundred guests were present. After dinner Mrs. Johnson introduced Judge Carrol to an assembly of over one thousand of Washington's most eminent and influential citizens. Following this, Judge Carrol spoke of the platform on which she expects to win the senatorship of the State of Connecticut. Judge Carrol is prominent in political and society circles, and her efficiency cannot be doubted, as she has served as Representative in the Connecticut Legislature, as Mayor of Windsor Locks, and has also held minor political positions in the State. In all these capacities she was remarkably successful, and as she has the good will of the people of the State, victory for her is certain. Judge Carrol will leave the City within a few days, to re-

turn to her home town, Windsor Locks, Conn., to make early preparations for the coming campaign. Prominent politicians have expressed the opinion that Judge Carrol will easily beat her opponents.

Mary's one ambition was to be prominent in politics. Well this clipping shows without a doubt that she has reached her goal.

The next clipping was taken from the Hartford Courant dated Sept. 30, 1932.

The United Tobacco Company of Connecticut held its annual elections last night. The president of the Association, Mr. Raymond Leary of Windsor Locks, Conn., delivered a most brilliant and inspiring address, with the result that he was re-elected by a plurality of seven hundred and eighty-nine. He completely out-classed all possible candidates by his address, and the approval of the crowd was expressed by their thunderous outbursts of applause. This is Mr. Leary's fourth term as president. He had the ability to fill this position, and the company has made rapid strides to success under his leadership.

Raymond always was discussing tobacco from the time he was a young chap. No wonder he is so successful in this field.

I will now let Miss Kirk finish the reading. Without doubt she has been anxiously awaiting her turn. Miss Kirk, I surrender the scrap book to you.

——(o)——

Here is an item taken from the New York Times—June 20, 1926.

America hailed the introduction of her greatest prima donna on June 18, 1926, when Eleanor McLeod made her debut at the Metropolitan Opera House, New York City. Miss McLeod is a soprano of great promise, and as she sang, the melody of her fine, clear voice filled the theatre. With the exceptions of Rosa Ponselle and Galli-Curci, no operatic star has received the enthusiastic welcome which greeted Miss McLeod last evening.

We were not surprised to read this, because way back in High School days, at almost any hour of the day, Eleanor could be heard rendering a solo.

This is an article taken from the Associated Press—Oct. 10, 1925.

News has been received from London, that Grace Kilty, the American Swimming champion, has broken all international records by her recent success in swimming the English Channel. All London is mar-

veling at the wonderful exhibitions of swimming and diving, given by Miss Kilty during her present visit in England.

We are not surprised at this, for Grace began her athletic pursuits when a student at Windsor Locks High.

This is a clipping from the Boston Globe—June 1, 1925.

The first Saturday of June will provide an unusually attractive list of sporting events in Boston. And league baseball games will surely attract the largest crowds. One of the stellar attractions will be the appearance on the diamond of "Con" O'Leary, of the St. Louis Americans. A year ago, when he was in the "Pacific Coast" league, he held the home run record, surpassing the record made in 1922 by "Babe Ruth."

Well, we're not surprised at this, because "Con" was always a great baseball star on our High School team.

Here is another clipping taken from the Springfield Republican—April 5, 1926.

The new Ford jitney bus which is to run between Windsor Locks and Thompsonville, will be operated by Helen Sweeney. As Miss Sweeney has driven since she was a slip of a girl, the commuters and passengers are assured of an efficient driver.

Yes, Helen could always handle a car, but we didn't know she was especially fond of driving a "Ford."

Oh, another paragraph taken from the Boston Globe—April 22, 1925.

Yesterday, at the City Hall great interest was evidenced by the thousands of people, who listened attentively to the great speech delivered by Mayor Edward J. McCulloch. His honor has become one of the most famous orators in the country, and his audience was held spellbound by his eloquence.

Eddie was always the best orator of our class, so this does not astonish us.

Here is an article taken from the New York Times—March 8, 1924.

One of the sensational successes of this year's theatrical season was Doris Parsons, in "The Affairs of Art", at the Knickerbocker Theatre, New York. A week after its production, all New York was talking of the newly discovered star. Critics called her work, "a magnificent piece of acting". They declared that her performance was "the crowning point" in the remarkable play, and a distinguished career is assured her.

We all knew that this was Doris' one goal, and so we are glad she has gained such spectacular success.

Here is another article taken from the Associated Press—July 30, 1937.

News has been received from abroad that Theresa Cerri has arrived at Genoa, Italy, accompanied by her celebrated and noted husband, who has gone there to accept a position with the Genoa Grand Opera Company.

Theresa always enjoyed music, so we were not surprised to learn of her marriage to a great singer.

And now, dear friends, since we have allowed you to peruse with us the pages of the, "Book of Futures for the Class of 1922", we trust you will join in wishing that our dreams of success may all come true.

Mary Kirk, 1922.

—(o)—

CLASS GIFT TO SCHOOL.

Often we hear people say:—"What will I give?" "What will be of the most value to her or to him?" "What will be of the most value to her or to him?" These are the most important questions one must consider before selecting a gift. And so has been the case with us, the Class of 1922, in selecting a gift to leave our teachers and schoolmates, as we are about to bid them farewell. What shall we give, what will they most appreciate and what will be of most value to them?

Learning comes through study, and to study one must know how to read. Great pleasures as well as benefits are derived from reading books and magazines.

But is that what we seek, pleasure? What is pleasure? There are two kinds of pleasure, harmful and beneficial, respectively. And the majority of books and magazines furnish us with beneficial pleasure, for by reading them we read facts and see ideas, we learn facts and manufacture ideas in our own minds. For could we express ourselves in a proper way if we lacked knowledge of how other intelligent people express themselves? Today it is the well read person who is successful.

Our selection is the same as that of the two graduating classes before us, namely: subscriptions to two of our best magazines for a year, as we think this is the most profitable gift to such a large number of pupils and teachers.

Wishing you much success and trusting you will obtain both pleasure and knowledge from our little remembrance, we will say farewell.

Raymond Leary, '22.

ACCEPTANCE OF CLASS GIFT.

Members of the Class of 1922:

In behalf of the teachers and undergraduates of the W. L. H. S., I wish to express to you, our gratitude for your parting gift. We feel sure that in presenting us with two of the best magazines, the "World's Work," and the "Literary Digest" you have our interests at heart.

While your gift is not a large one, it is one that will be of great help to us all and should prove invaluable to the English Department as well as the History Department and the Current Events Class. We shall make the very best use of this gift when it comes to the discussion of the topics of the day.

Again we thank you and wish you all success in the years to come.

Nathaniel Pastore, '23.

—(o)—

CLASS POEM.

Every class must have its poet,
But in a class of twenty,
Why should they pick on a person like me
When there is talent a-plenty?

But alas, since the great and good powers
that be
Have given this difficult task to me,
It's not for me to question why
But rather for me to do or die.

And if the critics with instinct unerring,
Call it—"neither flesh, fowl nor good red
herring,"

It certainly would grieve me sore
But I've done my best, and could you do
more?

Now, to our Principal, tried and true,
And staff of teachers, faithful few,
Who have spared no effort to pull us
through,
Our most heartfelt thanks are due.

Classmates, we have stood together
Through both fair and stormy weather,
Brimming with laughter or swimming with
tears;
This is the end of our High School years.

We cry with deep grief, "Alas, and alack!
We go forth from this school never more to
come back."
Some may cling to the old home-lot
"The world forgetting—by the world
forgot."

While others, venturing more,
Seek their fortune on some faraway shore,
And then
God rest you, merry girls and gentle-men!

Juliet Morehouse, '22.

—(o)—

MEMORIAL DAY PROGRAM.

Class of 1925.

All Praise to Thee (The Blue Danube Blues)	Opening Chorus
The Spires of Oxford	Sophie Blodgett
Ode to Memorial Day	Charles Albini
Our Honored Dead	Rose Broskiss
Our Heritage	George Chesnalevich
Dead on the Field of Honor	Felma George
The Cost of Liberty	Kenneth Burwood
Keller's American Hymn	Chorus

Kilmer Program

Introduction	Mae Duggan
The 12:45	Miss Gelino, Miss Sullivan
Main Street	Mae Hendsey
Roofs	Sadie Fiandaco
Letter to Sara Teasdale	Herbert Alderman
Holy Ireland	Miss Boldway, Miss Landers
Mid-Ocean in War Time	Mary Kane
Letter to Robert Holliday	Elmer Byrne
Memorial Day	Agnes Connors
All Praise to Thee	Closing Chorus

—(o)—

STATISTICS.

CLASS AS A WHOLE.

The most popular girl, Marion Eagan; thinks she is, Eleanor Root. Most popular boy, Ray Leary; thinks he is, Emelio Ricci. Best looking girl, Grace Kilty; thinks she is, Doris Parsons. Best looking boy, Con O'Leary; thinks he is, Francis Wallace. Best dressed girl, Anna Lyons; thinks she is, Alice Morse. Best dressed boy, Ed. McCullough; thinks he is, Joe Hawley. Biggest bluffer, Francis Wallace. Biggest grind, Alice Morse. Biggest grafter, Ed. McCullough. Giggler among the girls, Mary Carroll; among the boys, Ray Leary. Noisiest boy, Emelio Ricci. Noisiest girl, Eleanor Root. Class baby, Juliet Morehouse. Class dude, Ed. McCullough. Man-hater, Dot Parsons. Woman-hater, Joe Hawley. Best sport, Helen Sweeney. Best dancer among the girls, Teresa Cerri, and among the boys, Emelio Ricci. The quietest in the class, Mary Kirk. Favorite study, "Macbeth." Favorite ambition, To get our diplomas. Boys' favorite song is Stolen Kisses. The girls' favorite song is, He's Mine, All Mine! Favorite pastime of the class is dancing.

Dorothy Burby.

STATISTICS.

Names.	Likes .	Dislikes.	Appearance	Pet Phrase	Favorite Pastime
Doris Parsons	A large vocabulary	Wednesday night homework	Impressive	Don't you wish you knew?	Keney Park
Mary Kirk	To be quiet	To be short	Modest	Gee, have a heart!	Telling her dreams
Teresa Cerri	To whisper	To hurry	Composed	Listen to this	Eating candy
Emelio Ricci	Chemistry	Girls	Swagger	Know any more jokes?	Picking arguments
Con O'Leary	To dance	Slow dictation	Cheerful	I hope to tell you	Smiling
Eleanor Root	Milton's Poems	Studying	Mischievous	Oh! isn't that awful	Flirting
Marion Eagan	Red hair	To be contradicted	Attractive	Of all the nerve	Fashion Review
Francis Wallace	A senior girl	Bluffing	Small, but O My! Think you're wise?		Grinning
Grace Kilty	Style	To keep a date	Dignified	Oh! the deuce	Substituting at Bidwell's
Juliet Morehouse	Boys	Correction	Indifferent	Oh! Gol	Gaining weight
Alice Morse	Chickens	Short skirts	Stately	Oh! Shucks	Studying
Ed. McCullough	To initiate shifters	To get up in the morning	Neat	Cut it out	Playing hookey
Mary Carroll	Dates	To be bossed	Sporty	Any time!	Sewing.
Dorothy Parsons	Homer's Odessy	Chaperons	I don't care	What do you care?	Writing notes
Joseph Hawley	To be praised	To be teased	Meek	Aw, come on	Cranking his father's car
Helen Sweeney	Chubby people	Blushing	Jolly	Good Night!	Driving
Ray Leary	A junior girl	Walking	Countrified	You're good, you are	Being evicted from English class
Eleanor McLeod	Studying Art	To be away from home after eight Sun. nights	Dainty	You're so good to me	Entertaining
Dorothy Burby	Johnny cake	To be called Dot	Bashful?	Can you imagine it?	Buying hair nets
Anna Lyons	A senior boy	Powder?	Petite	Is that so?	Dancing

PRESENTATION OF GIFTS.

A Visit to Grandmother's Attic.

After many unsuccessful shopping tours and many thoughtful hours spent in trying to find appropriate gifts for our worthy classmates, we became discouraged and blue. We knew that graduation was near at hand and we just had to have some little token for each one of you. At last an idea came to me. We would go over and see what Grandmother could do for us. She had helped me out of lots of difficulties and I was sure that she wouldn't fail us in this one.

It didn't take Dot, Doris and me long to reach her cottage, as it is but a short walk from my home. We found her sitting by the hearth with her knitting in her lap. We immediately related our difficulties, but all the encouragement she gave us was "don't be discouraged, it's always darkest just before dawn, you know, and you still have a few days left before graduation. That cheered me up a great deal even though the Twin's faces were long and pessimistic, because you see I had great faith in Grandmother. I knew that if she thought there yet was hope that we would find it there under the roof of that dear little cottage.

She told us that she had been busy all morning cleaning the attic, "looking over her traps" as she called it, and that she expected to finish cleaning that afternoon. Being anxious to see the old attic we at once offered to stay and lend a hand. She was awfully glad of help and immediately consented to let us stay.

As we ascended the stairs there was an air of mystery about the place. Now as I look back on that trip I think I was almost afraid, my fear being that something might happen before we saw this wonderful room. The attic itself was similar to all attics, but the things in it were rare. It contained everything, we thought. There were swords, a spinning wheel, cradles, books covered with dust and cobwebs, and trunks, all sizes and shapes. We decided to explore in as many of these trunks as possible, each of us to take a different one. Silence reigned over the old attic. For Classmates, will you believe it, right there in those very trunks, one of which we have here to-night, we found just the things we wanted, and from it we have selected a gift for each of you.

THE PRESENTATION.

(Cornelius O'Leary Box of Grit.)

"What in the world is this? Oh, I see, its 'Grit.' Surely it was put here for our Worthy President; and so."

To Cornelius, better known as "Con,"

We'll give this Box of Grit

And only hope its constant use

Will stir him up a bit.

(Raymond Leary Hair Net.)

"I am quite sure that this will be appreciated by Leary."

Now come forward, good friend Raymond,

Here's a nice Hair Net for you,
Since those golden locks so wavy,

Just refuse to hide from view.

(Edward McCullough A Dress.)

A Dress I find for Eddie,

It's cut on Paris Lines

In this he'll ere be ready

To join the girls' good times.

(Mary Kirk A Parrot.)

A Parrot now comes into view

With quite a fund of slangy talk

And Mary Kirk, it's meant for you

To speak for you on "Life's Long Walk."

(Eleanor Root Dark Glasses.)

"Oh, here's just the thing for you Ellie."

We know your eyes will not behave,

They flirt with boys in classes,

But boys, from ruin we must save

So I'll give you these Dark Glasses.

(Juliet Morehouse Charm.)

"And this is most fitting for Juliet."

The boys all fall for Judy

'Cause she works her charms so well;

But here's a lasting Charm for life

She may need it.—Who can tell?

(Mary Carroll Book on "Liberty".)

"This reminds me of Mary Carroll."

We know you love to whisper,

And in school to ere be free,

But most of all we know you'll like

This Book on "Liberty."

(Dorothy Parsons Rules for Marcel.)

"Dot, I'll give this to you."

We know you do not need it

You do your hair so well

But in this book you'll surely find

Rules for a new Marcel.

(Emilio Ricci Drum.)
 "Here's just what Emilio needs."
 With your musical contortions
 You have made the desks all hum
 So to "help save the pieces,"
 We present this little Drum.

(Marion Eagan Red Wig.)
 "Oh, here's a red wig—for our Valedictorian."
 Marion shines at all the dances
 And in school she is a shark
 But when it comes to liking "red heads,"
 I advise she keep it dark.

(Alice Morse Jazz.)
 "This bit of Jazz must be for Alice Morse."
 We admire your taste for music,
 And we don't intend to razz,
 But we need a little change, Al.
 So my dear, please try this Jazz.

(Helen Sweeney Bonnet.)
 "This will suit Helen's needs I know."
 To you we give this Bonnet,
 For 'twould surely be a shame
 To spoil a skin so fresh and rosy,
 By the sun's hot scorching flame.

(Grace Kilty Cook Book.)
 "A cook book now comes into view. I'll
 give this to our Salutatorian."
 Among the girls in our worthy class
 We have but one good cook,
 That she may make us things to eat
 We give her this Cook Book.

(Doris Parsons Hair Ornament.)
 "Oh, I'll let you have this Doris, it's just
 the very thing!"
 You've all noticed Doris lately
 With her hair done up so high
 This will make her look more stately
 Since each fashion she must try.

(Teresa Cerri Fashion Book.)
 A Fashion Book for Teresa,
 A modiste she ere will be,
 And perhaps some day she'll shock us
 With her styles from gay Paree.

(Eleanor McLeod Flypaper.)
 A cure for "stuck up" Seniors
 Is awfully hard to find,
 Flypaper seems a remedy
 And I'm certain you won't mind.

(Anna Lyons Pink Dollies Shoes.)
 "Oh, aren't these cunning. They will save
 our class Dancer lots of expense."
 As Anna's tiny little feet
 Go down the "Path of Time,"
 She'll have these small Pink Dollies Shoes
 To make her feet look fine.

(Francis Wallace A Sunshade.)
 A Sunshade here and marked for you
 Why Francis Wallace, can this be true
 Too bad you didn't have it in school
 To help at times to keep you cool.

(Joseph Hawley A Bag.)
 "What a bag? Oh yes, for Joe Hawley."
 Around the room you wander,
 As in and out you walk
 You ask so many questions
 And talk and talk and talk
 We've tried in vain to keep you quiet
 We've even furnished toys
 And this is now our last resort
 Please try to Bag the noise.

(Dorothy Burby Vanity Case.)
 Now Dot in behalf of the girls of the class,
 Accept this small Vanity Case with a
 glass
 We don't mind you bumming powder from
 us,
 But strangers might think you had much
 too much crust.

Dorothy Parsons,
 Doris Parsons,
 Eleanor Root, '22.

———(o)———

ADVICE TO THE UNDERGRADUATES.

UNDERGRADUATES OF THE W. L. H. S. DEAR CHILDREN:

To-night we are about to leave you after
 three years of struggling to keep you in the
 right paths, and we departing leave you a
 very important position to fill.

First of all let each of you remember that
 school begins at 8.30 A. M. Our superin-
 tendent has installed an excellent system
 for getting you here on time by ringing the
 bell five minutes earlier. Try not to impose
 on his good nature by annoying him for per-
 mits. Just follow our example and next
 year you will have a record for non-tardi-
 ness which will be the envy of surrounding
 schools.

From past experiences you have learned
 that whispering is a joy of short duration
 and is not worth any momentary indulgence.

INDUSTRIOUS JUNIORS:

You will fall heirs to the seats of honor
 vacated by us. We hardly believe you will
 be able to fill them as admirably as we did,
 but if you follow our example and work as
 diligently as we have, you may be worthy
 of the name of seniors.

If you think because you have attained so high a degree of intellectuality, the sun will stand still in its course and gaze upon you, you are greatly mistaken. Think, if it did what it would see! A few children just entering upon their senior year at High. Remember Juniors one of the greatest fancies of children is that of self-importance. Guard against it for you know it is one of your many failings!

There are two Juniors who fail to fulfill the general characteristics of this class. One of these is a strong healthy boy who flounders into the class room as though he were "all tired out." Pewee we advise you to eat force for breakfast every morning. On the other hand a Junior girl has been too lively. Alva we suggest that you try Beef, Iron and Wine. The Iron in junks to weight you down.

Isabella, from the flowers you presented to the English teacher daily, we thought you were interested in Botany but now your attention seems to be turned toward the Pickle business. Mr. Heinz flooded the market with fifty-seven varieties, we trust you will be satisfied with one.

SILLY SOPHS:

It is very hard to give you any advice. As we watched you wading through your studies we felt a kind of pity, sometimes for you and sometimes for your teachers. And now, my dear children, before we leave you let me give you a few words of friendly advice—be modest and unassuming. Do not forget to cooperate with your teachers for, if you do perchance forget, they will without a doubt remind you. Your class has exceptional talent.

If Josephine and Mae had attended Glee Club Rehearsals more frequently they would without a doubt be ready to take Mary Garden's place recently vacated, as director of the Chicago Opera Company.

We think Charles is aspiring to be a Drum Major. If you ever hope to lead the Drum corps down Main Street, "Stew," you you will have to acquire more poise than you have now.

Aldo, you might be considering floor walking as a vocation but the High School is not the proper place to practice it.

FRIVOLOUS FRESHIES:

Next year it will be your duty to show another class just how to conduct themselves in school. Although we have not been with you much this year we know that you are a very brilliant class and have

many inspirations. However, we think it would be better for Mary to leave her white rat at home next year.

We wish to congratulate the members of the combined Glee Clubs and the Orchestra on their splendid success at the concert given in June.

We are glad to see that you are taking such a lively interest in athletics. If this continues a sporting page can be added to our "Herald" which has become such a prominent feature of our school.

We have enjoyed our association with you, undergraduates and wish you every success in your studies so that you will maintain the high traditions of the W. L. H. S.

Eleanor McLeod.

——(o)——

RESPONSE FROM THE SCHOOL.

HONORED SENIORS:

The Undergraduates have listened attentively and are flattered to think that you busy people should have found time between numerous shopping expeditions, banquets and receptions given in your honor, and interviews by reporters from such big newspapers as the New York Times and Windsor Locks Journal, to give us some advice. We are extremely thankful for it but we feel that we really could not accept it all; so we are returning a little.

Your class has been considered the liveliest that ever entered High School. You are a trifle too much so at some times, and on one occasion were allowed to abstain from your dinner, while you sat meekly for five minutes pondering on your misdeeds.

Your class meetings are models of anything but Parliamentary procedure. In passing Room 10 while one of these are in progress one would think that it was the kindergarten during recess, instead of a company of dignified Seniors sitting in council. What other class would have spent hours trying to decide such questions as: Will the class colors be orchid and silver or silver and orchid? Will we wear an orchid or a sweet pea at graduation?

The Juniors are accused of self-importance. Perhaps we are a trifle so, yet none of us were ever told to stop distracting the Freshmen by trying to appear superior. You tell us to acquire more "pep" but none of us have adopted the "flapper walk" which is so distinguishing a characteristic of some Seniors.

You advise the Sophomores to cooperate with their teachers. Apparently you have forgotten that they have not given the teacher the trouble of keeping them after school, and obliging them to write "I shall not talk" five hundred times.

The Freshmen are told not to whisper. Is it because you are so interested in poetry that you were willing to stay after school, memorize and recite such poems as: "Half a league, half a league, half a league onward" for the privilege of enjoying this "momentary indulgence" as you term it?

It is very kind of you to remind us that school begins at 8.30 A. M. Perhaps if you had heeded the advice given by last year's class, it would not have been necessary for you to ask for so many "permits" this year.

Seniors: One of your many faults is that of drumming the desk four times with a pencil and then waiting until somebody answers you by drumming the desk twice. Is this some sort of a code? It really looks very silly, and is annoying. We hope you will do your best to overcome it.

We thank you for your praise of the Herald and Concert and we wish to say that it was the assistance of the Seniors that made it possible.

The Athletic teams will suffer a great handicap next year by the loss of the Senior members. They are to be congratulated on their efforts of this year.

We shall miss you, Seniors, and we will remember you always, with kindly affection, and fond respect. We hope you will never forget the days spent in Windsor Locks High School and we wish every one of you the greatest possible success. May fate always give you the best she can give and may Windsor Locks High School be proud to number you among her illustrious Alumni.

Margaret Hart, '23.

—(o)—

CLASS WILL.

Know all men by these presents, that I, the Spirit of the class of 1922, of the Windsor Locks High School, Town of Windsor Locks, County of Hartford, State of Connecticut, United States of America, being of sound and disposing mind, do make, declare and publish this, my last will and testament and all former instruments made by me are hereby revoked.

As by the Grace of God, I, like others who have gone before me, have been allowed my allotted time and full enjoyment thereof, and as my principles have been above reproach; and being absolutely and undoubtedly sane, as the combined medical force of Windsor Locks can testify, I feel the keen necessity of placing some conditions upon the requests about to be made.

I give, devise and bequeath to the Junior Class the seats in Room 10, hoping that they will fill them as competently as did the class of 1922.

I give, devise and bequeath to the Sophomores a wooden medal, as a reward for being the most noisy class that ever entered the Windsor Locks High School.

I give, devise and bequeath to the Freshmen the sum of 43c, obtained by taking up a collection in our class, to provide them with rattles so that they can amuse themselves and not have to be amused by our Faculty.

I give to the High School Orchestra, The Glee Clubs and The Athletic Teams, the courage to keep up the good work which was started in the year of 1922.

To the various members of the under-classes we, as individual Seniors do bequeath the following items of inestimable value, and to their heirs and assignees, to have and to hold forever.

Francis Wallace bequeaths to Samuel Roholich a piano. This he bequeaths to you "Sammie," so that in the future we may have the pleasure of hearing one of your Concerts which, very likely will be given in one of the foreign countries.

Grace Kitly leaves to Addie Wadsworth a baseball which may be of use to you "Addie" while you are on the pitching staff of the girls baseball team of the W. L. H. S.

Alice Morse gives to Frederick Mather a lantern, so that in the future, "Freddie" you may see your way home from your special session after school.

Joseph Hawley bequeaths to Aldo Metelli a Maxim Silencer, which I hope, "Aldo," will keep you quiet at least part of the time.

Mary Kirk leaves to Kathryn Sweeney a radiophone, so that in the future "Kathryn," will you not have to waste such an enormous amount of paper and pencils writing notes. You can easily send your messages with this wonderful radiophone.

Helen Sweeney leaves to Dorothy Groves a megaphone. Now "Dot," we sincerely

hope that in the future your teachers will at least hear your voice at intervals.

I give, devise and bequeath to Henry Labell an algebra. Now "Doc," when your mathematics teacher asks you to find the highest common multiple, use this algebra and please do not be inclined again to go up into the belfry in search of such terms.

Eleanor Root leaves to Mary Phelps her knowledge of elocution. This "Mary," Miss Root leaves to you, that in the future you may rival some of the greatest orators of your time.

Cornelius O'Leary bequeaths to Charles Albani a book on pigeons and we hope "Charlie," that you will find out what pigeons look like and that you will never again raise crows, thinking them to be black pigeons.

Eleanor McLeod leaves to Morris Koplin a bell, the style worn by cows, to be worn around your neck, "Morris," so that in the future when the Faculty want you they will be able to find you by the noise of the bell.

Dorothy Burby gives to James O'Leary a book on dancing. Now "Jimmie," we hope that the next time we play basketball in the neighboring villages you will not always complain about the orchestra as a reason for not dancing.

Emelio Ricci bequeaths to Harold Minihan a compass, so that the next time you get lost in the buildings, "Harold," you may find a way out with the aid of this compass.

Theresa Cerri gives to George Lashway a life preserver. This, "George," is to be worn when you go skating so that you may never again have the fear of drowning when the ice gives away under your feet.

Mary Carroll leaves to August Midden an airplane. Now "Speed," we expect you to get to school on time in the future and not always use the same old excuse that a freight train was in the way.

I give, devise and bequeath to Herman Katz a track suit, with the aid of which I established great records running from Clay Hill to the W. L. H. S. Now, "Hennie," with the aid of this suit and a little practice you ought to be able to get to school on time and not hand in the same old excuse you have been giving when you were tardy.

Marion Eagan bequeaths to Raymond Piaggia a bottle of nerve tonic and we hope, "Snaggie," that the next time you have to speak at rhetorical, you will have nerve

enough to speak and not say that you are sick.

Juliet Morehouse gives to Jeanette Dowling a foot stool. "Jeanette," we know how tiresome it is to be built proportionally small. Now in the future we hope you will not suffer any discomfort when studying, as your feet had ought to reach the foot stool.

Raymond Leary leaves to Donald Wallace his ability to sing. Now, "Don," when your voice is cultivated and you are at the height of your glory please give some of the other famous singers a chance.

Doris Parsons gives to Joseph Conroy, a pair of suction sole shoes. "Joe" the next time you try to show your honorable classmates some of the latest steps in dancing you will be able to stand on your feet with the aid of these shoes, and not have to be picked up off the floor.

Anna Lyons leaves to Mary Bryne a smile.

Dorothy Parsons bequeaths to Charles Kennedy an easy chair. Now, "Stew," we hope you will not suffer any more discomfort after regular school hours.

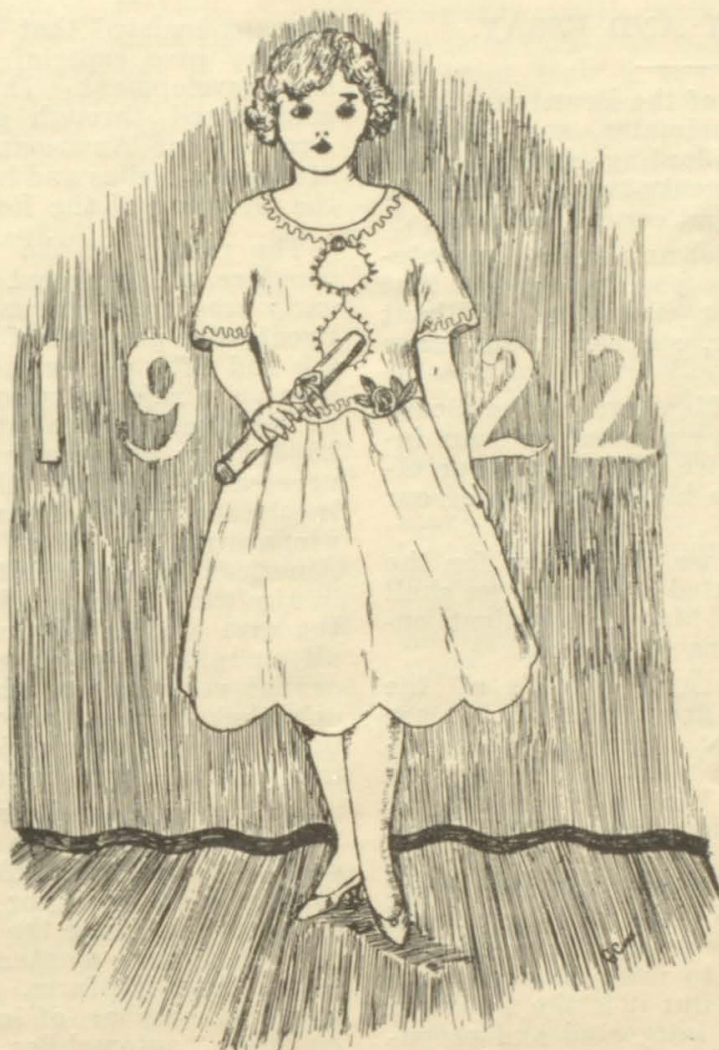
Here is something that almost slipped my mind, which refers to Nathaniel Pastore. Nathaniel, many times have I heard you trying to decide whether you would go to the dance, to the movies or whether you would stay at home and study. Now here is a method that you can use: I throw up a coin, if it comes heads I go to the dance, if it comes tails I go to the movies, and if it stands up on its edge I stay home and study. Now, "Mush," I hope you will not adopt this method.

I do nominate and appoint Mr. Leander Jackson to be executor of this, my last will and testament. In testimony whereof I have set my hand and seal, and publish and decree this to be my last will and testament in the presence of the witnesses named below, this fourteenth day of June in the year of our Lord, one thousand nine hundred and twenty-two.

Spirit of the Class of 1922.

Signed, sealed, declared and published by the said Spirit of the Class of 1922, as for his last will and testament, in the presence of us, who at his request, and in his presence and in the presence of each other, have subscribed our names as witnesses hereto: Edward Frye, Isabel Leishman, Josephine Wallace, James Pickles and John Bercury.

Edward J. McCullough, '22.



THE GRADUATES.

Dorothy Lucille Burby
Mary Margaret Carroll
Teresa Antonia Cerri
Marion Elizabeth Eagan
Joseph Frederick Hawley
Grace Kilty
Mary Agnes Kirk
D. Raymond Leary
Anna Barron Lyons
Edward Joseph McCullough

Eleanor Marian McLeod
Juliet Morehouse
Alice Madison Morse
Cornelius V. O'Leary
Doris Bower Parsons
Dorothy Bower Parsons
Emilio Olympia Ricci
Eleanor Root
Helen Elizabeth Sweeney
Francis Edward Wallace

GRADUATION EXERCISES.

SALUTATORY AND ESSAY.

Parents, Members of the Board of Education, Teachers, Schoolmates, and Friends, in behalf of the graduating class of nineteen hundred and twenty-two, I extend to you a most sincere and cordial welcome.

To you dear parents, we are deeply grateful for the sacrifices you have made that we might pursue our education. Without your love and labor, success would have been unattainable.

Mr. Jackson, and Members of the Board of Education, we have profited by your invaluable advice, and we appreciate your efforts to maintain the high standing of our Alma Mater.

Beloved Teachers, we thank you for the knowledge you imparted to us and we shall always cherish your kind and patient endeavors as inspirations to success.

Dear Schoolmates, and Friends of the Community, it is a great pleasure to see you here this evening. Our close association with you in the past will always be cherished as one of the fondest memories of our days at Windsor Locks High School.

Past, present, and future are three great divisions of time. We are well acquainted with the past, and the present is so near at hand we are unable to draw any accurate conclusions from it. But it is the future in which we are vitally interested and preparation for it is one of our greatest aims.

During the past few years the attention of the public has been directed in a greater degree than ever before towards the importance of health education. To see their children go out into the world with pure minds and sound bodies should be the ambition of all parents. This ambition might be realized if trivial disorders were recognized and corrected, both in the home and in the school, especially during early childhood.

The training and development of the body as well as the mind, is as old as history itself. The Greek has always been known as "the most beautiful and most gifted of mankind." Why? The Greeks realized the value and necessity of body training and carried on a systematic program of exercise and play.

Following the example of the Greeks, the

Romans insisted that the children of their country give especial care to bodily vigor and development. This development was emphasized through games and athletics. Are not our American children as worthy of healthy bodies and healthy minds as were the Greeks and the Romans?

The results of the recent draft should convince every parent of the necessity for early treatment of remedial defects. Over twenty-five per cent of the men of the country and fifty per cent of Connecticut's own men were rejected simply because they had not received physical attention during childhood. For this reason every person must necessarily conclude that public education involves a physical as well as a mental preparation for life. Simply because the American nation is not at present involved in any war, is no justification for neglect in the care of the body, which is so useful in all pursuits in which man is engaged. We cannot restrict our education to the mind only, but we must educate the physical being, for without physical development the mind cannot do its best work.

At a recent teachers' meeting in Hartford, Doctor Ireland in expressing his views on this subject said, "A hundred years ago, there was no need for a physical program of education, since the child was developed muscularly nine months of the year by hard work, about the farm. Nowadays with tremendous number of labor saving devices, elevators, automobiles, trolleys and other inventions, with the overcrowding of the urban districts and the exacting nature of modern industrial life, that has all been changed and physical activities have been reduced to a minimum."

Our legislature has passed a law providing for instruction in Physical Education and Hygiene, in all Connecticut schools, thus ranking twenty-seventh among the states in this great national movement for better manhood and womanhood. This is of especial interest to us, since these subjects are to be included in our school curriculum next year. The character of the instruction and direction of our children in their play and physical exercises today, will have much to do with their physical, mental and moral standards as citizens in the community tomorrow, and it behooves every community to do its utmost to select instructors who are in sympathy with these high standards.

Give them a chance for innocent sport,
 Give them a chance for fun,
 Better a playground plot, than a court
 And a jail where the harm is done,
 Give them a chance, if you stunt them now,
 Some day you may have to pay,
 A larger bill for a greater ill,
 So give them a chance to play.

Grace Kilty.

—(o)—

EDUCATION IN A VOCATIONAL COURSE.

First let us consider what is education. Education aims at two things; to teach us how to make a living and to teach us how to live. It is a gain in control of any mental process whether it be the skillful manipulation of a typewriter or the mastery of ideals. It is not to be obtained only within the limits of the purely academic courses of study, untainted by any suggestion of the practical, unstained by direct contact with the problems of daily living.

The process of learning to skillfully manipulate the typewriter demands a higher degree of patience, perseverance and courage than is demanded by any of the academic subjects. A good secretarial course trains the student to follow direction without deviation, to carry the task thru to the end without relaxation of care and attention, to make repeated trials until a difficult task is accomplished, to prevent waste, to be orderly and to look ahead.

In no other course is the demand for accuracy so important. An error throws out the entire piece of work, so one simply must become 100% perfect. There is no getting by in the business world with 80% of accuracy and 20% of error. This habit of absolute accuracy is a habit of value because the forming of it has brought forth persistent, honest effort. Even the science courses in college demand no such high standard of a passing mark as 90% which is required in many of the Business Colleges and which should be made universal in all High Schools and Business Colleges in the United States. In the Gregg School in Chicago the passing mark is decidedly high. A student has to obtain an average of 95% before he is allowed to graduate.

Shorthand may safely be termed a language study. It is estimated that the training of the mental and physical powers of

the student obtained in a two year shorthand course is quite equal to the training from a two year course in a language. The language study trains eye, ear and vocal cords to form new words for the expression of ideas thru a new medium. Shorthand study trains eye, ear and hand for a similar purpose. In both these cases there is a common element of changing language from one form to another. The process of learning and applying rules of French grammar is almost identical with the process of learning and applying the principles of shorthand theory. In both studies the student must acquire a whole field of memory facts and associations, phonetics, vocabulary, punctuation, and rules for grammatical construction. In shorthand all these facts must be learned thoroughly to give the power of quick automatic response. The learning of the course taxes the student to a greater degree than the demands made in the early stages of learning a foreign language. There is a definite standard to be accomplished in shorthand that is lacking in a language study. Moreover a two year course in shorthand is a great asset to the learner whereas a two year course in French is of little value unless the subject is pursued longer.

Shorthand also has a wider range in establishing more firmly principles in English, idioms in good usage, spelling, punctuation and precision in the use of words than French course has for the reason that the reading and writing exercises in a two year French course are confined to the simplest sort of contact with a limited vocabulary. In shorthand, once the theory is learned, the content of the reading and dictation matter has no limitations. A glance over the classics now published in shorthand will convince the most critical that there is a distinct educational value in the type of English selections used.

Bookkeeping too has a great educational value. It stimulates penmanship and arouses many an indifferent student to a life of usefulness. It makes one more accurate, for in bookkeeping your work is all right or it is all wrong. There is no half way mark.

Commercial courses have enriched both history and geography. The history of commerce follows very closely the history of exploration and conquest. Commercial courses vitalize arithmetic.

No one questions the value of commercial training for the young man or young woman who is to enter into commercial

service. But how often do we hear this expression from men and women in almost any profession. "Oh, I would give a great deal if I could do that." There seems to be an almost universal longing for a medium which enables us to get down on paper rapidly and accurately our thoughts and those of others. Shorthand is recognized not only as an indispensable time saver in business but an instrument of personal utility. And there is no reason why shorthand should not be learned by everyone who has any writing to do. Longhand is absurdly inadequate for many of the uses to which shorthand can be put outside of the vocational field.

Tradition has decreed that college, preferably the classical college is the goal of all education and the energies of the public schools have been and are still largely directed to this end, practically ignoring the application of education to marvelously changing social conditions. But the colleges are recognizing the value of stenographic courses.

The University of Georgia offers regular courses in shorthand and credit will be granted upon the completion of the combined shorthand and typewriting courses. The colleges are gradually falling in line in this matter of credit as well as giving the work a place in their regular programs.

The Boston University has a course in Secretarial Science covering four years of study, with certain modifications of it providing shorter course for those equipped to pursue them.

Chicago University has also instituted such a course. A number of other universities and colleges have definite high-grade courses in secretarial subjects. These schools are doing a much needed work.

Stanford University and the University of California have each given shorthand and typewriting a definite place in their courses of study leading to the baccalaureate degree.

We all agree that the power to organize, the power to conceive big objects and carry them out, the power to think thru to the end, to analyze, construct and reconstruct belong to the highest type of mind. We know that this sort of mind needs the biggest, richest, broadest sort of educational environment to develop it to its fullest activity. Is there any question whether or not the vocational courses in our schools and colleges do not in a large measure develop such a high type of mind?

Francis Wallace, '22.

BOOKS AS FRIENDS.

Ruskin has said, "A good book does for us what a true friend can." Contact with books is the same as contact with friends. We meet a person, we glance at him, speak to him, and consider him in our minds, deciding unconsciously whether or not we like him. If he meets with our approval we include him in our friendship list. It is thus with books. First we take a book from the library shelf. We look at the name, the author, the binding, and finally the type. Its main features appeal to us. Perhaps we glance at the first pages, recalling other books we have read and enjoyed by the same author. We read these first pages and enjoy them. Becoming interested, we read on. As our tastes develop an infinite number of new heroes loom up to satisfy our insatiable thirst for literature. Quite as unconsciously as with first acquaintances we give our stamp of approval or disapproval.

I am sure we can all remember the many happy hours of our childhood spent in living through the thrilling experiences and adventures of beautiful "Cinderella," brave "Jack the Giant Killer," and demure "Little Red Riding Hood." As we grew older, our book friends seemed to have grown with us. In real life we may not be surrounded by a host of charming friends at all times because our friends may be few in number whereas our moods are many. But in our world of books there is no such deficiency. We have the thoughtful friend to inspire us in our more serious and pensive moods, suggesting and guiding our noble impulses. For instance, Milton, speaking to us through his "Comus," and Bryant inspiring us through his "Thanatopsis." And too, there is the resourceful friend who cheers us when we are down-hearted, diverting our thoughts from our own troubles by all sorts of entertaining and fascinating tales. Such a one is Mark Twain, whose "Tom Sawyer," "Huckleberry Finn" and "A Connecticut Yankee in King Arthur's Court," are tried and proven remedies for ennui. Again when our minds are dull, and life seems to drag along without much zest, such friends as Shakespeare and Dickens come to coax us out of our depression. What a world of exciting and interesting events they present to us! High School English has introduced them to us in "Macbeth" and "The Tale of Two Cities." These books set our imagination to work and in work is much of the

real pleasure of the World. Books like all true friends are ours forever. And so on through the years has our appreciation for literature been developed.

Old age has no terrors for us now, because through reading we can still be transported to any condition or clime to which our fancy directs us; romance, travel, adventure. Every door is opened to us. It is simply the realization of the Bible lesson,

"Ask and you shall receive"

"Seek and you shall find"

"Knock and it shall be opened unto you."

Teresa Cerri, '22.

———(o)———

AN ANCIENT SETTLEMENT

Last year people from all parts of the country flocked to Plymouth to celebrate the three-hundredth anniversary of the landing of the Pilgrims. Here was the real beginning of our American nation. But histories deal so much with this point that we forget that other settlements of importance were made before this.

As soon as a path had been found to the "New World," Spain sent out ship after ship with men to explore, claim and settle the land in the name of their king.

Following in the track of Columbus these early explorers landed in Mexico, and making the settlements there, their bases, pushed out in all directions.

The rumor which led them to what is now New Mexico and Arizona was that somewhere in that vast region to the north were seven cities richer in gold and wealth than anything that had yet been discovered.

What is the country through which they passed? A desert, stretching far and wide; peaks often rising to a height of 12,000 feet, lofty plateaus, cut into by deep gorges, flat topped mesas of gorgeous coloring. By day the sun beat down on a parched land; at night the cool winds blew down from the mountains. On the higher elevations there were forests, but on the low, sandy deserts they found sage brush, mesquite and numerous varieties of cactus.

Nearly a whole century before the landing of the Pilgrims at Plymouth the southwestern part of our country was being explored. In 1540, Coronado led an expedition through this territory. Later several more explorations were made and though

the search for gold was a failure, having bold, daring natures they braved the hardships and dangers of an unknown land in their quest.

America has been known to white men for a few hundred years, yet occupation by the First American Families dates back to the dim ages. For centuries the Indians inhabited this land unmolested, and have left the evidences of their civilization to puzzle the archaeologist.

On the ruins of two old Indian villages the foundations of Santa Fe were laid. As nearly all Spanish towns have a plaza, here it forms the center of the town around which the Spaniards built their Mission, the house for the governor and forts. It has had a history marked by hundreds of tragic, thrilling episodes. It was the center of Spanish and later Mexican government until it became an important military and trading post, under American supervision.

The Indians resented the efforts of the white man to gain a foothold in this country. For a while they seemed peaceable but there was steadily growing an intense hatred against the invasion by the Spaniard. This was brought to a climax in 1680 when the Indians gathered their forces and besieged Santa Fe, killing many, while only a few escaped. Later a force was collected from the Spanish settlements farther south which came upon the Indians and subjugated them.

The eighteenth century marked the commencement of overland traffic by way of the Santa Fe Trail. This had its starting point in Kansas, and across the plains and over the mountains the caravans found their way. They disposed of their goods here and carried back gold, jewels, hides and other materials to the East. Santa Fe itself was a center for this trade. From there other trails led to California opening up this vast territory for development. In spite of frequent attacks from Indians and highway robbers, this trade continued with growing importance until replaced by the railroads about thirty-five years ago.

Santa Fe still cherishes its old traditions. The Governor's Palace, the scene of so much fighting, still remains, bearing on its walls the marks of many battles. Here, under American occupation, General Lew Wallace made his home while writing "Ben Hur." There is a mingling of "Old Spain and New America;" the up-to-date city preserves the artistic Mexican and Indian style of architecture. Old adobe houses may be seen with their out-of-door ovens as well as modern

homes. On the streets appear the Indian in his blanket and moccasins selling baskets and beadwork; Mexicans and Americans; the burro with its load of wood, and the Ford.

Today the forts are in ruin, the caravan is no longer seen, but still the city is surrounded by snowcapped mountains and the desert with all its silence and mystery.

"Stretches of yellow, glaring sand,
Gray dust smarting with alkali,
Mesquite huddled on either hand,
And a beaming sun-drenched sky.

Creak of leather and clank of steel,
Khaki village and sun-burned men,
Rising clouds when the horses wheel
Back to the camp again.

Mess and gossip and drill and rest,
Night and the white stars thickly sown,
Moonrise over the ragged crest,
And the coyote's dreary moan.

Hot gray rocks where the lizard runs,
Skulking greasers in haggard bands,
Swift brown horsemen, the click of guns,
And a splash of blood on the sands."

Alice Morse, '22.

—(o)—

WHY GO TO COLLEGE?

In the period of Reconstruction in which we are now living, the need of big minds to guide the nations of the world stands out as of vital importance. As a result of the World War, all the nations of the earth have been thrown into a state of chaos with armies of unemployed and great business depression in every country. Men with an understanding of the seriousness of the situation are endeavoring to restore order and bring about the return to normal conditions. Who are these men? Men from the uneducated classes? No, they are men with college educations. Why have they been chosen to undertake the momentous task? Because their education has made them fit. The ability to meet great crises has been attributed to the results of a college education and now I shall attempt, in a small way, to answer the timeworn question, "Why go to college?"

Many people go to college with the idea of becoming a financial success upon the completion of their studies. We all wish to be prosperous but we should be prompted by higher ideals than the purely material.

One of the first things taught in college is the art of studying. We may all think we know how to study, but how many of us can really absorb the underlying truths of a subject and apply these to our daily problems? No one faces the same problems as his neighbor since we were all created differently and each one must work out his own solution by good hard study. Education aims to teach us the best method of attack for those problems, and trains us to master all difficulties.

The experience of four years of college life, under its ideal conditions, is a means of character building, and "character is the best diploma" we can carry with us into life. Vice-president Calvin Coolidge, a graduate of Amherst College, in an address before a meeting of the New England Association of Colleges and Secondary Schools said, "No one can examine the history of America calmly and candidly, and escape the conclusion that in its main features it has been a success. The foundation and support of that success had its main source directly and indirectly, in the learning, the piety, and the reverence which American colleges had been established to promote. They have been the great builders of character."

History is perhaps, the greatest of all studies, in that everything has its historical side. We learn that the people in the ages which are past, labored and suffered to discover Truth. Man realizes today what a privilege it is to live in this wonderful age of accomplishment when, through education and application, he can enlarge on the truths the scientists before him have discovered, and apply this fund of knowledge to his every-day life.

Man lives according to his standards. His duties and responsibilities are increased with his increase of knowledge, but his ability to cope with these new cares is in direct ratio to his knowledge.

So, dear classmates, let us cherish the education we have received in our high school course. Let us not be content to stop here, at the very threshold of opportunity, but let us strive to go on with our studies, at any personal cost and sacrifice. Then too, we should encourage higher education for those who may come under our jurisdiction in the years that are to come, that they may be better men and better women, trained and equipped to face the keen competition which America must meet in order to keep her preeminent position as "Peeress of the World."

Marion Egan, '22.

"FRITZ," REGIMENTAL MASCOT OF THE SEVENTEENTH INFANTRY.

It was in the year of 1911, before the people of the United States ever knew what the 18th Amendment to the Constitution was, that the 17th U. S. Infantry, was ordered from Fort McPherson, Georgia, to the manouever camp at San Antonio, Texas. The camp of the regiment was situated where the Quartermaster Storehouses are on Wilson Street. The old Cafes were patronized then to a great extent along Hood Street and many an old battle was pulled off on Rattle Snake Hill.

The Regiment arrived March 19th, 1911, and it was on the 27th of March that the Regimental Mascot was born. His mother was killed a few days after, being run over by a truck, and Sergeant George W. Clayton, then 1st Sergeant of Company "G" 17th Infantry, picked up this dog, raised him and called him "Fritz." From that time he has been with the 17th Infantry. He got to be quite a dog and accompanied the regiment on its marches to Leon Springs. When the regiment fired on the Range, Fritz was there and barked when he heard the rifles being fired.

The Regiment was then ordered back to its station after being here for nine months and Fritz left his home state, The Lone Star. 1914 found the 17th again on the border, stationed at Eagle Pass and Fritz had already grown pretty big and was quite a scrapper. He had a number of fights here and came home sometimes pretty well chewed up. It was here that he was awarded his Mexican Border Medal. The 17th went into Mexico and Fritz was left in Eagle Pass until the Regiment came out and went with the regiment to Chickamauga Park and Ft. Oglethorpe, Georgia. During the years of 1917 and 1918, the 17th was split into sections and were stationed at Springfield, Massachusetts, Camp Sevier, S. C. and Chickamauga Park, Georgia. Fritz was located at Camp Sevier, Georgia. Then the Regiment was ordered to Camp Meade, Maryland, and it was here that the mascot was honorably discharged for the second time and reenlisted for third hitch. He was awarded the Victory Medal, the three silver chevrons, and the Victory button was issued to him at a later date.

Sergeant Clayton then became the 1st Sergeant of the Supply Company afterwards termed the Service Co., later the Head-

quarters Service Co., and Fritz came along. He went absent 13 days and came home all chewed up. At first he wouldn't come back to the Company. He stayed with the Regimental Sergeant Major on account of his knowing that he did wrong and knew he would get punishment. He was tried and sentenced and as this was his first offence he was sentenced to be tied to the front porch for 30 days.

He accompanied the regiment to its station at Laredo, Texas, and made the hike from Laredo to Ft. Sam Houston, Texas. He will soon be discharged and is spending his leisure time on the front porch sunning himself. Regular old crab. Gives every one a growl who comes along.

His record: 10 years, 11 months and 10 days service (continuous) with the 17th Infantry, giving him his well earned title, Regimental Mascot. Rated Dog 1 cl and draws 20% for over 10 years service.

He has the Victory medal, the Mexican Border Medal and the Victory Button. Also three silver chevrons. He has the entire sayso in the orderly room.

He is entitled to a complete set of equipment. Bunk, mattress, sheets, pillowcases, Infantry, on the Company Clerk's chair. to him and gets anything he wants.

Any one desiring to see the old boy can find him reigning supreme in the Orderly Room of the Headquarters-Service Co., 17th blankets. Has his chow and water carried

A. C. Miglioria, '18.

—(o)— SENIOR NOTES

After some consideration we realized that we had players enough to organize a baseball team. We had a meeting and elected our Manager and our Captain and soon began to play fast teams. Our team showed the fight and the spirit that has always existed among the former players of the W. L. H. S.

The Line-Up was as follows:

F. O'Leary, Piaggi	Catcher
Leary, C. O'Leary	Pitcher
J. O'Leary	Short Stop
Rohrlick	1st Base
Pastore, Lashway	2nd Base
McCullough	3rd Base
Pickles, Conroy	Left Field
Wadsworth, Barry	Center Field
Ricci	Right Field

The Senior Class held a banquet at Hotel Bond, in Hartford, June 10th. All the members who attended made it a very enjoyable occasion.

JUNIOR CLASS NOTES.

The Junior Prize Essay Contest was held in Memorial Hall, June 2, 1922. The judges had a difficult time trying to decide which essays should take the prizes.

The Junior girls are very much interested in athletics—especially baseball. Several of them recently went to Suffield to attend a game. Suffield School vs. W. L. H. S. Our worthy class president Nathaniel Pastore played an important position on the team. As we watched from the bleachers we were thrilled with his fine playing.

During parents' week, we sat during school hours very nervously for fear that some of our parents might come and visit. None of them did, however, as most of us suffered great lapses of memory during that time and forgot to extend to them an invitation.

Elva Metelli and Dorothy Groves are considered the best entertainers in the class. They have memorized numerous poems for every occasion for the English teacher as a result of whispering. Frey promises to recite them for us some day soon.

The Juniors have enjoyed this year's work immensely and when we receive our report cards with the word "Promoted" written across them our happiness will be completed.

We congratulate the Seniors on reaching the goal of graduation so successfully. We have enjoyed our association with them and we will miss them next year. We hope they will have the greatest possible success during life.

SOPHOMORE CLASS NOTES.

One recess, just before Easter vacation, Miss Eastman gave our class a "maple sugar" party as a surprise. Our hostess read the poem, "Sugar Making in Old Vermont." Needless to say we spent a very enjoyable recess and all were sorry to hear the bell ring.

In Biology we are studying "Cleanliness," and we've had at least one practical application in the case of a few persons with dirty hands!

What would happen if:—

"Don" Wallace payed less attention to Junior girls?

Clara Blodgett ceased blushing?

"Joe" Conroy came to school on time?

Aldo Metelli became angelic?

Gertie Cone stopped practicing art?

Mary Byrne lost her voice?

The Sophomore the Freshman girls have combined to make a baseball team. At a meeting, "Joe" Wallace was made "Captain." We have had quite a little practice and feel sure of success in the game which we expect to have with the Juniors.

Teacher in Biology: Under what heading does a fish belong?

Bright Soph: Under Water.

The report of victories for our boy's baseball team seems to be rather discouraging. But after playing the Juniors and Seniors the score showed there was yet a chance of success.

JUNIOR PRIZE ESSAYS.

THE VALUE OF AN IDEAL.

(First Prize.)

It probably seems a little strange to be talking of ideals in this practical world of ours which has no time to spend in foolish fancies or vague dreams. Yet the foremost of our captains of industry and the poorest laborer had at one time in their lives a vision of the place they would like to occupy in the world's affairs, say twenty years hence. Every one does not attain his goal, but some do reach it, and if some can, all can.

History tells us of great people who had visions and ideals about the future. A legend says that the night before Sir Launfal set out in search of the Holy Grail he had a vision of how he would find it.

In his book "Utopia" Sir Thomas More visualized the future England that he wanted to see. Of course some of his ideas are absurd, but many of them have been adopted, and the reforms suggested by them have worked out very successfully.

Prominent men in our own history became great because they set their goal and then worked hard to obtain it. Theodore Roosevelt visioned a place for himself in world affairs. He attained the place, but not until he overcame great physical and mental difficulties.

Many of the leaders in the business world of to-day were poor boys. They rose to positions they now occupy by always keeping in their mind the goal they hoped to reach, and the perfection they wished to attain.

If such men as these found it necessary always to keep in mind a vision of what they wanted to be, it is just as necessary, and perhaps even more so, that we High School Students know what we want to do, and decide upon our careers before we leave school.

The reason why a particular vocation must be decided upon can perhaps best be told in the words of a prominent educator who in an address to a group of students said, "There are two ways of shaping your

career. One is to drift with the tide, the other to have a definite goal. The world makes way for the man who knows where he is going, but it jostles the dreamer to the side lines."

This man is one of the leading men of affairs and has attained his position without help from others. His advice can be observed with great advantage by we High School Students.

After a career is decided upon and a goal set, the next thing is to train and fit ourselves for the vocation we have chosen as life's work. In order to do this we must choose the studies best adapted to our special case, cultivate the habits that will best develop our powers of thought, concentration, and determination, and picking the friends and associates, whose influence and companionship will all tend to make us the kind of people we wish to be, remembering that a man's character is judged by the people he associates with.

When our goal is fixed and our training begun, we will gradually broaden our views, forget our own petty desires and take an interest in the things around us. Then we see the world as it really is and our place in it.

Experienced people tell us that this is a process of disillusionment for we then begin to see for the first time the true nature of our goal; over what sorts of roads we must travel, and what expenditure of effort will be necessary in order to obtain it. This process will probably change our whole order of living but we will become adjusted in time.

At graduation from High School or College most of us begin to feel this change for then we start upon an entirely new era in our lives. Up to that time we have measured ourselves with boys and girls, we know their mode and understand them. But what the world expects of us we have yet to find out. Just now we were Seniors in High School, prominent figures in our little world—finished products. Now we are novices again as green as in our first school years studying a problem that seems to have no rules and is not accompanied by a set of answers. Presently we recognize

that our training was not for ornament or personal gratification, but to teach us how to use ourselves and develop faculties worth using. We learn to be alert, absurd.

Gradually we settle to our tasks, and heeding the advice of those who have gone before, develop our determination, conquer our pride, work earnestly and hard, and in time attain our longed for goal, reflecting the credit upon ourselves and our Alma Mater.

Margaret Hart, '23

— (o) —

THE SOLDIER BONUS.

(Second Prize.)

Many of us have forgotten our country's entry into the World War, and how our brothers and friends went away to camp and then were sent "over." Many have forgotten the German drive in the spring of 1918, and how anxiously everyone waited each day for the news and the "Killed in action list." They were certainly exciting times, and everyone was happy when word came that "our boys" had won the decisive battle and that the war was over.

Then the soldiers were discharged from the army, and given \$60, with which to buy a complete civilian outfit. You do not have to be told how far it went if you will recall the high war prices.

Shortly after the soldiers were home, hard times set in and former employers did not make good their promises of the "old job back." Thousands of the boys, who were given all kinds of promises, are walking the streets, in debt, and many are disabled.

Then the first ray of hope came. Certain men in the Capitol at Washington thought of giving the soldiers a bonus.

A few months later the ex-soldiers learned that all men who served on this side were to receive \$1.00 for every day's service and \$1.25 for every day spent on the other side, the first sixty days not to be counted and the limit to be \$625.00. What a help this sum would be to them; some almost destitute and others living at the expense of their parents!

When the Bonus Bill was first introduced the President told all ex-soldiers

that he was in favor of it. But after the Secretary of the Treasury handed in his statement, the President decided the country could not afford it. However, the bill was passed by the House of Representatives, thus greatly encouraging the ex-soldiers.

But will the Senate pass the Bill? Will the President sign it? These two questions are of vital interest to these young men who have given so much for the freedom of the world.

That, my friends, is the situation to-day. The question of greatest concern to us all is: Will the Senate pass the Bill? We ask, why, indeed, should the President not sign it?

We feel that it is so little to do for those who were willing to give their all that the peace and safety of the world might be insured. Even more, they gave freely that we, who sit here to-day, might enjoy our present state of peace and happiness.

Did they hesitate, and argue, and debate, and change their minds, when our need for their sacrifice was great?

Can our money, as represented by the Bonus, be compared with their lives?

We are reminded here of the man who was ill. He was in great pain and called the doctor in the middle of the night. The doctor cheerfully came and relieved him. But when the man was well and the bill for the visit arrived he forgot to pay it.

Shall we forget to pay? Shall those who represent us at Washington forget to pay what little lies in their power? Even tho the Bonus Bill is passed, we as a nation can never repay the debt of honor we owe our ex-soldiers. It is so small a part to give towards what we owe, yet we are so loathe to give it.

Let us not commit this crime of ingratitude, by refusing our ex-soldiers the comfort and aid they might receive thru the passage of the Soldiers' Bonus Bill!

Addie Wadsworth, '23

— (o) —

Jarvis M. Morse (W. L. H. S. '18) will graduate from Yale University in June, and expects to return next fall to do post-graduate work. He has been awarded the Cutler Fellowship in History.

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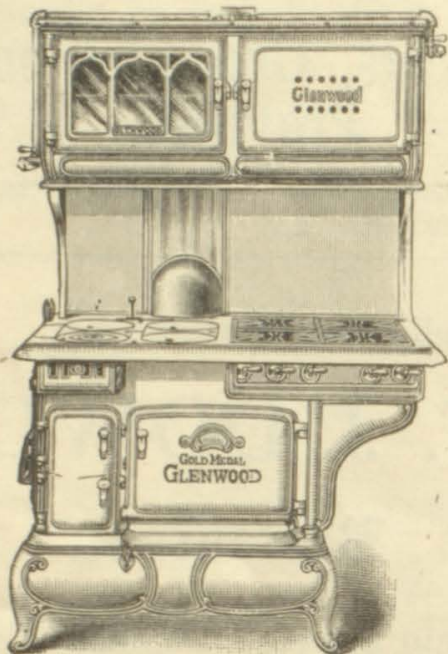
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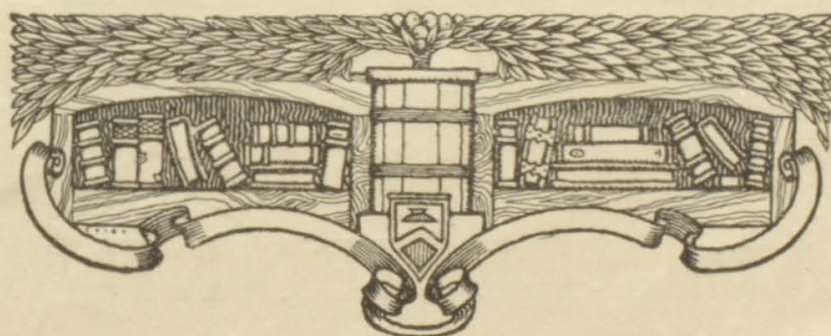
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